**Halifax County Schools - Elementary School Lesson Plan (K\_ELA, Unit 1,Week 5)**

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| **Subject: Reading** | **Teacher:** | **Grade Level:Kindergarten** | **Date(s): September 26 – September 30** |
| **Curriculum Area:** | Reading | **I Can Statements & Learning Targets (I can…):** | I can:  · tell how pictures help to tell a story.  · say the sounds letters make.  · speak clearly and express thoughts.  recognize letters and the sounds they make. |
| **Content:**  Common Core Standards & Essential Standards | **RFK.1a** Demonstrates understanding of the organization and basic features of print: follow words from left to right, top to bottom, and page by page.  **RFK.1b** Recognize that spoken words are represented in written language by specific sequence of letters.  **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear.  **RI.K.6**-Assess how point of view or purpose shapes the content and style of a text.  **RI.K.5**-Identify the front cover of the book.  **RI.K.4**-with prompting and support, ask and answer questions about unknown words in a text.  **RLK.10** Actively engage in group reading activities with purpose and understanding.  **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.  **RLK.5** Recognize common types of texts (e.g., storybooks,poems)  **RLK.4**-Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choice shapes meaning or tone.  **RLK.3** With prompting and support, identify characters, setting and major events in a story. | **Technology Standards & Resources:** | [Screen Chomp](https://itunes.apple.com/us/app/screenchomp/id442415881?mt=8)  [audionote](https://itunes.apple.com/us/app/audionote-notepad-voice-recorder/id369820957?mt=8)  [pocket zoo](https://itunes.apple.com/us/app/pocket-zoo-live-animal-cams/id371273282?mt=8)  [Ipad Resources](http://langwitches.org/blog/wp-content/uploads/2012/08/apps-grid-ipad.pdf) |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | **·How do you know what kind of book you are reading?**  **· What is our purpose for reading the book chosen?**  **· How do books and print work?**  **· What are words and why are they important?**  **Where do we find words?**  **What is the setting of a story? Who are the main characters in the story?**  **Can you recognize that new vocabulary has meaning? Can you recognize that print has meaning and is made up of letters?** | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | List some words that begin with the /\_/ sound. (Knowledge)  List some words that begin with the letter \_\_. (Knowledge)  How could you draw a picture to tell a story? (Application) |
| **Vocabulary:**  Academic/Content | **retelling-**telling a story, poem, rhyme or song in your own words  **consonant-**a letter symbol that represents a sound  **author-**a person who writes a novel, poem, etc…  **illustrator-**an artist who makes pictures  **illustration-**a drawing that shows what words tell | **Teacher Resources:** | A Curricular Plan for the Reading Workshop, Grade K by Lucy Calkins  The Daily 5 by Gail Boushey & Joan Moser  The Café Book by Gail Boushey & Joan Moser  **Smarter Charts K-2** by Marjorie Martinelli & Kristine Mraz 2012  **Chart Chums** blog [http://chartchums.wordpress.com](http://chartchums.wordpress.com/)  **Teachers College Reading and Writing Project website** (Register to access 2012-2013 Kindergarten Reading Units of Study curricular plans, student writing samples, sample charts, book lists, and assessments)  [**http://tc.readingandwritingproject.com/resources.html**](http://tc.readingandwritingproject.com/resources.html)**)** |

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| **Daily 5 Activities for the Week** | **Read to Self**  Students will continue to read to self. | **Read to Someone**  [Daily 5-Monday-Friday](https://docs.google.com/document/d/1QPlsV--9xurBMCCTeSkizbqC64yr5trdE08OVyZKaho/edit)  [Read to Someone Anchor Chart](https://docs.google.com/document/d/1iBgvRaMBK0E2nz58bgjrfflR9DEojNQ1Y1hVwS_I4Dg/edit) | **Listen to Reading**  Students listen to books on tape/a variety of Ipad/computer stories  [Listen to](https://docs.google.com/document/d/1oL5f8aAUwPO6qR3iBQAfvtvUKSQRP-n4YnPJBoBfPpA/edit)  [Reading Anchor Chart](https://docs.google.com/document/d/1oL5f8aAUwPO6qR3iBQAfvtvUKSQRP-n4YnPJBoBfPpA/edit) | **Word Work**  Students will continue to work on words | **Work on Writing**  Students will continue to Work on Writing |

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| **Monday**  **Subject Integration:**  **Apply RI standards to Science and Social Studies with these lessons at teacher discretion.** | **Whole Group** -  [Lesson Plan Monday](https://docs.google.com/document/d/1um_xRvTVc7zBpAa8TWCYkOTPL-Yhx_QebOAqU8772l0/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Tuesday**  **Subject Integration:**  **Apply RI standards to Science and Social Studies with these lessons at teacher discretion.** | **Whole Group** -  [Lesson Plan Tuesday](https://docs.google.com/document/d/1LAFgfvfAONwwOa_PbDPzLhC6n38If7GAkFWn9Tn1sSg/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Wednesday**  **Subject Integration:**  **Apply RI standards to Science and Social Studies with these lessons at teacher discretion.** | **Whole Group** -  [Lesson Plan Wednesday](https://docs.google.com/document/d/1LAFgfvfAONwwOa_PbDPzLhC6n38If7GAkFWn9Tn1sSg/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Thursday**  **Subject Integration:**  **Apply RI standards to Science and Social Studies with these lessons at teacher discretion.** | **Whole Group** -  [Lesson Plan Thursday](https://docs.google.com/document/d/1Oi2k708LqXbBXNPh4tp-epr6qqpcaySKmnXD663wUf0/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Friday**  **Subject Integration:**  **Apply RI standards to Science and Social Studies with these lessons at teacher discretion.** | **Whole Group** -  [Lesson Plan Friday](https://docs.google.com/document/d/1P75JD85RYbsC_Xqv4IApkwCD-rfLhK40oex1g41j_LM/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |